Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal Information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact Information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Fruitvale ISD	Vendor ID # 756002925	Mailing address line 1 PO BOX 77		
Mailing address line 2 244 VZCR 1910	City Fruitvale		State TX	ZIP Code 75127-
County-District # 234909	Campus number and name Fruitvale 234909001,041,101	ESC Region # VII	US Congressional District # 5	DUNS # 048065544

Primary Contact

First name Rebecca	M.I. S	Last name Bain	Title Curriculum Director
Telephone # 903-896-4466	Email address bainr@fruitvaleisd.com		FAX # 903-896-4216

Secondary Contact
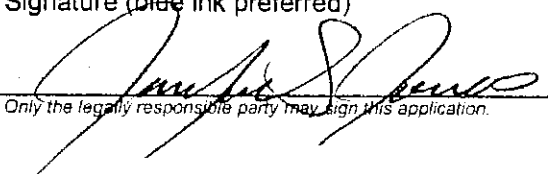
First name Susan	M.I. J	Last name McCann	Title Business Manager
Telephone # 903-896-1191	Email address mccanns@fruitvaleisd.com		FAX # 903-896-1011

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Jennifer	M.I. S	Last name Jones	Title Superintendent
Telephone # 903-896-1191	Email address jonesj@fruitvaleisd.com		FAX # 903-896-1011
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

701-14-101-001

Schedule #1—General Information (cont.)

County-district number or vendor ID: 234909	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column Indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☐
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☐
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 234-909	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately; in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
x	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
x	I certify my acceptance of and compliance with the program guidelines for this grant.
x	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
x	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 234-909	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 234-909	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Fruitvale ISD plans to deliver a comprehensive Educator Excellence Innovation program to improve educator effectiveness through research based innovative practices to improve the growth and retention of our teachers. Fruitvale ISD, a rural 1A school in East Texas, needs this funding to develop a program for our students and teachers. We currently have 72% of our students coded economically disadvantaged and our district has suffered from high teacher and administrator turnover (26% for the past six years for teachers, and 50% for the past six years for campus administrators).

The first required part of the grant will be our induction and mentoring program for new teachers that will include a week long staff development provided by district staff and mentor teachers that will include the teacher evaluation system, classroom management practices, curriculum, technology and instructional strategies. We have observed that we hire brand new teachers and that they come in needing more than just the half day training that is provided at the start of school. We believe utilizing our staff and the mentors to support them will help them get off to a better start and encourage them to stay in our district. Mentor teachers will be selected for our district, utilizing an application, recommendation and interviewing system, and they will also receive training on how to mentor the new teachers. Mentors and new teachers both trained and ready for school will be given two days each semester to observe each other teaching a class, while substitute teachers cover their classes. Observing each other and providing feedback without it counting toward an evaluation will help the new teacher gain new instructional strategies to utilize in their classroom. Co-teaching the new teachers class a couple of times a semester would benefit the new teacher also. A weekly meeting with a log of specific topics will guide the mentors as they support new teachers. Including the mentor helping the mentee develop lesson plans each week. The mentor relationship will last for two years with each new teacher.

Teacher evaluations, another important aspect of the program, will consist of several measures including observations by principals, the curriculum director, the instructional technology coach, the academic instructional coaches, and mentor teachers. The observation tools will differ for the above individuals. The technology coach will provide feedback to the teachers on their use of technology with students in the classroom, while the academic instructional coaches will give feedback on instructional strategies and classroom management. The principals and curriculum director will provide evaluations that measure all pieces of instruction in the classroom. The use of the Index 2 progress measure from the state accountability system for students in core classroom will be used as an evaluation measure; this is a valuable part of the state accountability in that all teachers can help students make progress from the prior year, even if they are not passing. It does not matter how far behind the student is when they enter a classroom the teacher is responsible for ensuring that they make progress that year toward passing. We will utilize another assessment (purchased with grant funds) as a growth measure for the non-core teachers' academic content. Teacher self-assessment and student evaluations will also be an evaluation piece for teachers. Teachers will look at professional development needs and areas for improvement based on all of the evaluation pieces provided by the district. They will set attainable goals and create plans for improvement for the next year. Student evaluations will consist of student surveys and principal interviews of student leadership teams on ways they believe we can improve instruction. Principals, the curriculum director and instructional coaches will receive training in the new evaluation system for teachers that will be implemented next year.

At the end of each nine weeks, one day will be scheduled in the calendar for professional development and collaboration. Teachers will utilize this time to review student data and plan for the next nine weeks. They will collaborate on lessons and plan assessments together. Each week teachers will meet in Professional Learning Communities to evaluate and improve instruction in the classroom, by sharing instructional strategies. Instructional coaches will also utilize technology for communicating instructional strategies such as blogs, project share and twitter. The instructional technology coach will go into each classroom and work with teachers on implementing technology with students in their classes, by modeling lessons and helping get students started in new technology areas. They will provide much needed support in the classrooms to incorporate 21st century learning strategies and the Texas Technology TEKS.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 234-909	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

A professional development awards system will be implemented to reward teachers who seek additional training; differing levels of achievement will be recognized and rewarded. Teachers will be able to obtain bronze, silver, gold, diamond or platinum status for their additional training. Certificates honoring the highest level of achievement will be presented to teachers in front of the school board.

Teachers who are successful in the classroom with students making progress on their growth measures, and who participate in required activities such as learning walks, peer observations, tutorial plans, parent contacts, and more will be strategically compensated utilizing a plan developed by the District Improvement Team and voted on by the entire staff. The plan will also be presented to the superintendent and school board.

Recruiting highly qualified teachers early in the hiring process will be improved by internet postings of positions and attendance at job fairs hosted by local universities and region service centers. Teachers will have the opportunity to grow from new teachers to mentor teachers to instructional coaches with varying levels of additional compensation for leadership duties, this additional funding will be provided by the grant. Instructional coaches will also have to go through an application and interview process to be selected for the positions on the leadership team. We plan to have seven instructional coaches including Math, Science, ELA, Social Studies, Special Populations, Career and Technology. They will meet with the principals on each campus and then with their teachers in their area to set goals and evaluate progress toward their team goals. They will have additional responsibilities including chairing their team meetings, setting up and monitoring blogs for teachers, leading learning walks, observing and providing feedback to teachers, and more. We will add the instructional technology coach position as a full time position that is needed to help teachers with instructional technology in the classroom. Our district has a wealth of technology that could be utilized with more hands on day to day instructional coaching for core classes on technology. The one day a year training in technology Is not enough to fully implement the technology TEKS and 21st century skills into our classrooms. This person will be a teacher leader in technology providing support even to the instructional coaches as they help their teams.

Providing incentives for promotions and for instructional activities that are proven to be successful will help retain good teachers in the district. Teachers whose students achieve academic success on state testing and complete the required activities will receive incentive pay to stay in our district and work with our students. Teachers who remain in the district will also receive a retention bonus at the start of the next school year for remaining with the district. Teachers who choose to leave will receive an early notice incentive for resigning early to allow us time to find a replacement for the position. The principals also may receive an incentive for progress on their campus toward the district goals. Instructional aides also qualify if they participate in the program for an incentive.

There are several activities planned with grant funding to improve the retention and promotion of our teachers and the instruction in our classrooms. Prior to the final approval of this plan, another comprehensive needs assessment will be done to determine the needs in the area of staff development, hiring and retention of staff, instruction, technology and more. A timeline will be developed to ensure all activities are completed by the district for the educator excellence innovation grant. All campuses at FISD will participate in this program. Teachers will be helping to design the incentives that will be available to individuals and teams. A specific plan of how to show achievement will be developed and approved. All actions will be evaluated for proof that they met the larger goal to improve instruction through teacher development. Fruitvale ISD is committed to improving teaching and learning through ground-breaking practices and visionary leadership; because research shows that there is a strong relationship between innovative practices and student success. We would like to thank you for this opportunity to improve our school.

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Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 234-909 | Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016 | Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$260,500	$	$260,500	$260,500	$	$260,500
Schedule #8	Professional and Contracted Services (6200)	6200	$4000	$	$4000	$4000	$	$4000
Schedule #9	Supplies and Materials (6300)	6300	$14,500	$	$14,500	$14,500	$	14,500
Schedule #10	Other Operating Costs (6400)	6400	$6,800	$	$6,800	$6800	$	$6800
Schedule #11	Capital Outlay (6600/15XX)	6600/15XX	$	$	$	$	$	$
	Total direct costs:		N/A	$	$	N/A	$	$
	Percentage% indirect costs (see note):		$	$		$	$	
	Grand total of budgeted costs (add all entries in each column):		$285,800	$	$285,800	$285,800	$	$285,800

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$285,800	285,800
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$28,580	$28,580

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 234-909			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher		17	$20,500	$20,500
2	Educational aide			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project director		1	$1500	$1500
5	Project coordinator		2	$3000	$3000
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper		1	$1500	$1500
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
15	Instructional Technology Coach	1		$48,000	$48,000
16	Title			$	$
17	Title			$	$
18			Subtotal employee costs:	$74,500	$74,500
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay		$4500	$4500
20	6119	Professional staff extra-duty pay		$133,000	$133,000
21	6121	Support staff extra-duty pay		$15,000	$15,000
22	6140	Employee benefits		$33,500	$33,500
23	61XX	Tuition remission (IHEs only)		$	$
24		Subtotal substitute, extra-duty, benefits costs		$186,000	$186,000
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$260,500	$260,500

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 234-909	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check if Subgrant	Year 1	Year 2
1	Professional Development Trainers (outside of current providers)	☐	$4000	$4000
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$4000	$4000

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

Specify topic/purpose/service:	☐ Yes, this is a subgrant
Describe topic/purpose/service:	

	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$4000	$4000

Schedule #8—Professional and Contracted Services (6200) (cont.)				
County-District Number or Vendor ID: 234-909		Amendment number (for amendments only):		
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)				

	Specify topic/purpose/service:		☐ Yes, this is a subgrant		
	Describe topic/purpose/service:				
	Contractor's Cost Breakdown of Service to Be Provided			**Year 1**	**Year 2**
2	Contractor's payroll costs	# of positions:		$	$
	Contractor's subgrants, subcontracts, subcontracted services			$	$
	Contractor's supplies and materials			$	$
	Contractor's other operating costs			$	$
	Contractor's capital outlay (allowable for subgrants only)			$	$
			Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant		
	Describe topic/purpose/service:				
	Contractor's Cost Breakdown of Service to Be Provided			**Year 1**	**Year 2**
3	Contractor's payroll costs	# of positions:		$	$
	Contractor's subgrants, subcontracts, subcontracted services			$	$
	Contractor's supplies and materials			$	$
	Contractor's other operating costs			$	$
	Contractor's capital outlay (allowable for subgrants only)			$	$
			Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant		
	Describe topic/purpose/service:				
	Contractor's Cost Breakdown of Service to Be Provided			**Year 1**	**Year 2**
4	Contractor's payroll costs	# of positions:		$	$
	Contractor's subgrants, subcontracts, subcontracted services			$	$
	Contractor's supplies and materials			$	$
	Contractor's other operating costs			$	$
	Contractor's capital outlay (allowable for subgrants only)			$	$
			Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant		
	Describe topic/purpose/service:				
	Contractor's Cost Breakdown of Service to Be Provided			**Year 1**	**Year 2**
5	Contractor's payroll costs	# of positions:		$	$
	Contractor's subgrants, subcontracts, subcontracted services			$	$
	Contractor's supplies and materials			$	$
	Contractor's other operating costs			$	$
	Contractor's capital outlay (allowable for subgrants only)			$	$
			Total budget:	$	$

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	Schedule #8—Professional and Contracted Services (6200) (cont.)			
	County-District Number or Vendor ID: 234-909		Amendment number (for amendments only):	
	Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
6	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
7	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
8	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	$
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**		$	$
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**		$	$
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**		$	$
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$	$
	(Sum of lines a, b, c, and d) Grand total		$	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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	**Schedule #9—Supplies and Materials (6300)**
	County-District Number or Vendor ID: 234-909		Amendment number (for amendments only):
	**Expense Item Description**
		**Technology Hardware—Not Capitalized**
	#	**Type**	**Purpose**	**Quantity**	**Unit Cost**	**Year 1**	**Year 2**
6399	1	Mobile technology devices	Coaches and curriculum director will utilize for observation, staff development, staff communication such as blogs, twitter, project share	8	$1000	$11000	$11000
	2	Mobile demonstration station	Instructional Technology Coach will utilize for staff development, and for taking into classrooms for demonstrations and modeling	1	$3000		
	3				$		
	4				$		
	5				$		
6399		Technology software—Not capitalized		$	$
6399		Supplies and materials associated with advisory council or committee		$	$
	Subtotal supplies and materials requiring specific approval:		$	$
	Remaining 6300—Supplies and materials that do not require specific approval:		$3500	$3500
	**Grand total:**		**$14,500**	**$14,500**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 234-909		Amendment number (for amendments only):	
Expense Item Description		**Year 1**	**Year 2**
6411	Out-of-state travel for employees (includes registration fees)	$	$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$	$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$1800	$1800
	Specify purpose: Technology conference such as TCEA or other technology training		
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$4000	$4000
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		$	$
Remaining 6400—Other operating costs that do not require specific approval:		$1000	$1000
Grand total:		$6800	$6800

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
**Schedule #11—Capital Outlay (6600/15XX)**				
	County-District Number or Vendor ID: 234-909		Amendment number (for amendments only):
**15XX is only for use by charter schools sponsored by a nonprofit organization.**				
**6669/15XX—Library Books and Media (capitalized and controlled by library)**				
1		N/A	N/A	$	$
**66XX/15XX—Technology hardware, capitalized**				
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
**66XX/15XX—Technology software, capitalized**				
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
**66XX/15XX—Equipment, furniture, or vehicles**				
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
**66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life**				
29				$	$
	Grand total:	$	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds				
County-district number or vendor ID: 234-909			Amendment # (for amendments only):	

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			402	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	4	1%	Attendance rate	96.4%
Hispanic	45	11.1%	Annual dropout rate (Gr 9-12)	0%
White	333	81.8%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	93%
Asian	3	.7%	TAKS commended 2011 performance, all tests (sum of all grades tested)	5%
Economically disadvantaged	293	72%	Students taking the ACT and/or SAT	50%
Limited English proficient (LEP)	10	2.5%	Average SAT score (number value, not a percentage)	1718
Disciplinary placements	60	DNA%	Average ACT score (number value, not a percentage)	19.6

Comments

Fruitvale ISD is a rural community located an hour away from any local junior college or university, making it difficult for students and adults to acquire extra college classes. We have a high number of students who live in poverty with 64 students indentified as homeless in our district. Many of our students are living with other families and will be first time college students for their families. Despite the abundance of poverty, we have successfully implemented programs to help students get college ready and participate in college courses in our district. We also have a higher than state average number of special education students in our district, which requires us to offer life-skills and other programs to meet their needs as well. The county-wide children's home is in our district also with students who are highly mobile being placed in our schools. Our district also receives an abundance of transfer students (97 this year), who struggle in other districts and come to Fruitvale for a smaller school environment. The combination of our student population and demographics is a tough one for students and we hope this grant will provide teacher support that will help these students.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	0	0%	No degree	0	0%
Hispanic	0	0%	Bachelor's degree	28.2	85%
White	32.2	97%	Master's degree	5	15%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	9	27.1%	Avg. salary, 1-5 years exp.	38771	N/A
6-10 years exp.	7	21.1%	Avg. salary, 6-10 years exp.	41781	N/A
11-20 years exp.	11	33.1%	Avg. salary, 11-20 years exp.	45183	N/A
Over 20 years exp.	5	15%	Avg. salary, over 20 years exp.	51992	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 234-909								Amendment # (for amendments only):							

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	51	31	21	27	32	21	24	24	32	27	32	34	22	24	402
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	51	31	21	27	32	21	24	24	32	27	32	34	22	24	402

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	3	2	2	2	2	2	3	2	2	2	4	3	3	4	36
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	3	2	2	2	2	2	3	2	2	2	4	3	3	4	36

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 234909	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment processes, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fruitvale ISD utilizes a comprehensive needs assessment on all of our improvement teams and on our administrative team to evaluate data, programs and services and set goals. We also evaluate our progress on these goals at our monthly meetings. The administrative team is the superintendent, principals, business manager and the curriculum director. The district improvement team consists of the superintendent, curriculum director, business manager, nurse, cafeteria supervisor, ACE after school site coordinator, principals, counselors, elected teachers and instructional aides, parents, students, business partners, and community members. Each campus level team also consist of the principals, teachers, instructional aides, counselors, parents, students, business partners and community members. Both district and campus teams meet each month with an agenda to focus their efforts on school improvement. The minutes of these meetings are shared with everyone by posting them to the school website.

These team members utilize several types of data each year to evaluate our school. As reports from the state or federal government are distributed to the district we review the data on our teams. We look at TAPR reports, school report cards, PBMAS, AMAO, financial and safety audits and more. These reports show us information not only on student performance, but on the composition and retention of our staff. We also review progress in our college readiness area such as results from EXPLORE, PLAN, ACT, and SAT testing, and the number of students who are participating in dual credit. Budget suggestions and consideration based on our goals are discussed and the teams make suggestions to the superintendent on budget items. Parent, student, teacher and staff surveys are done toward the end of the school year, compiled and reviewed by the teams to determine progress on goals.

Our district and campus plans consist of several goals, who is responsible for the goals, how we will fund each goal and when each goal will be measured to determine success or failure. At the end of the year, we review all of the information we have gathered and shared as a team and set goals for where we see deficits in the data from the prior year. Then, as the school year begins we add or revise our district and campus plans to reflect the goals that were set based on our comprehensive needs assessment. Each team is divided into committees to review pieces of the plan and report back suggested changes to our goals for the year. The teams vote on the plan and submit it to the superintendent and the school board for approval. At the end of the year, we really look and talk about if those goals were met and if we should continue to focus on that goal or if there are new goals that should be focused on for the next school year.

Over the past few years, these teams have been responsible for suggesting improvements in our College Readiness programs that resulted in additional college preparatory classes, continuation of our payment for dual credit for students, a new college planning tool ConnectEDU for students and more. The team has also identified student needs for supplies and materials and developed a back to school event to provide the materials for the students in our district. We have obtained a vehicle for staff to travel in for trainings and conventions, by our budget suggestions. Revised our Gifted and Talented program based on feedback from parent and student surveys. We have suggested safety issues that resulted in the district adding safety features such as cameras, gates, security doors and more. Because of the identified needs on our elementary campus the district added our first elementary counselor for students needing counseling services. Our teams have been very successful in looking at the available data, gathering more data, and working in committees, creating plans for the district and campuses and achieving the goals that we set. We believe that the identified needs on the next page are serious ones for our district that we could not fund, except for the funding provided by this grant. Looking at the target schools, we are a perfect fit, and we will use our innovative plan to meet the goals set forth in this program as well.

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Schedule #13—Needs Assessment (cont.)		

County-district number or vendor ID: 234909	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Teacher Retention for our district is low due to being in a rural area that is high poverty. Over the past six years, our teacher turnover rate is 26%, with the last two years being 30% turnover for teachers. The lack of adequate housing in the community for teachers, along with the hour drive to any major city with a university is an issue. Also, the average teacher pay is lower than in a larger urban district.	The implementation of a program where teachers can become mentors then possibly instructional coaches allows them to achieve leadership positions in the district with a small stipend for their extra duties. They also can earn extra recognition for additional training and with a pay for performance plan developed by the teachers an extra stipend for their hard work in helping students make progress. Retention pay will also be offered to teachers who stay in the district. Mentees will receive support.
2.	Principal Retention has been an issue in our school with a 50% turnover rate for the past six years, with some years at 100% turnover. A strong leader in a campus can help with instruction and with teacher turnover issues on a campus. Teachers will feel that they know what will happen from year to year with a long-term leader in place. Extra duties of a small school principal, as well as the average pay in our district being lower than other district is an issue.	The principals will receive a stipend for performance campus wide that will motivate them to stay in the district and push campuses toward success in academics creating a stable environment. The addition of campus leaders with instructional coaches and mentors will help decrease the workload for one person and distribute leadership responsibilities to teachers. The extra motivation provided by the grant will also allow principals a way to encourage teachers to make progress with all students.
3.	Technology implementation district-wide is an issue that has been identified. We have participated in prior grants that provided technology such as smart boards, laptops, projectors, and more that we train teachers to utilize. However, because of the high turnover in teachers who were trained and the ever changing technology our implementation is not where we want it to improve instruction in the classrooms.	Through the grant we want to offer a teacher the role of instructional technology coach. This individual will go into classrooms with teachers to model lessons and implement programs with students. They will be in classes daily to help support teachers who are implementing technology, and also help with training during staff development days. They will evaluate teacher technology usage in the classrooms, and attend conferences and trainings to gain more technology information for the district.
4.	Student performance on high stakes and college readiness testing provided by the state is not where we want it for the district. With the implementation of the STAAR test by TEA, we have identified several areas of growth for our students. Students have barely passed some areas of STAAR, and we have very few students who are performing at Level III in any subject area. We need to increase the percentage of students passing and achieving level III on the STAAR test.	By offering a pay for performance stipends to principals, teachers, and instructional aides we hope to increase their motivation to help each student make progress toward improvement. We also believe that providing teachers a leadership role on the campus will motivate them to help others on their team improve. Weekly meetings and additional days at the end of each nine weeks will provide them time to work toward improvement. The addition of an ACT/SAT college preparatory course will increase the skills needed for students to perform on these assessments.
5.	Another identified need is for professional development and collaboration in our district; because of the high turnover, teacher training can become redundant for teachers who stay, or you do not offer what the new teachers need to be successful. Collaboration is hard to fit into a rural schedule with teachers teaching several subjects and grade levels. Teachers often are the only person in the grade or subject, and feel isolated in their field.	By offering a system where teachers can grow and obtain leadership positions they can meet weekly with a team of teachers to collaborate on instruction, and utilize new technology such as blogs, project share and twitter to share instructional strategies with the team and obtain other outside resources to improve. The instructional coaches will be able to go into classrooms for learning walks and observations to help fill in professional development needs in the district. Teacher recognition for training will also help.

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Schedule #14—Management Plan	
County-district number or vendor ID: 234909	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Curriculum Director/ Principals	Masters In Educational Leadership, 10 years of teaching experience, ILD and PDAS certifications, and professional development in teacher development
2.	Business Manager	TASBO certification, 5 years of grant management and school finance experience
3.	Instructional Technology Coach	Teacher certification in any area, 5 years of teaching experience with technology implementation success, professional development in technology
4.	Instructional Coaches	Teacher certification in the assigned area, 5-10 years of teaching experience with good evaluations and student success, professional development in the area of expertise
5.	Mentor Teachers	Three years of teaching experience with the school district with good evaluations and student success, professional development in classroom management and instructional strategies

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Develop Induction and Mentoring Program	1.	Obtain applications, Interview and select mentors	04/01/2014	09/01/2014
		2.	Develop staff development and provide staff development to new mentors and new teachers	04/01/2014	09/01/2014
		3.	Develop and utilize a weekly log	08/01/2014	06/01/2015
		4.	Schedule and do two observations per semester	09/15/2014	06/01/2015
		5.	Evaluate mentorship, revise as needed, continue	05/01/2015	09/01/2015
2.	Develop comprehensive Evaluation Program	1.	Develop and train principals, coaches, and mentors	04/01/2014	09/01/2014
		2.	Conduct observations and walk throughs	09/15/2014	06/01/2015
		3.	Measure progress and growth of students	08/01/2014	10/01/2015
		4.	Teacher Self assessment	09/01/2014	06/01/2015
		5.	Student surveys and interviews by principals	04/01/2015	06/01/2015
3.	Develop Professional Development and Collaboration program	1.	Develop calendar with professional development	04/01/2014	09/01/2015
		2.	Weekly PLC meetings plus blogs, twitter, more	09/15/2014	06/01/2015
		3.	Instructional technology coaching in classrooms	09/15/2014	06/01/2015
		4.	Develop and implement pd recognition prgm	04/01/2014	06/01/2015
		5.	Provide professional development	06/01/2014	06/01/2015
4.	Develop Strategic Compensation and Retention program	1.	Develop, present, and vote on compensation plan	04/01/2014	06/01/2014
		2.	Create binders and supplies for participants	06/01/2014	08/15/2014
		3.	Participants complete requirements	08/15/2014	06/01/2015
		4.	Monitor participant binders	08/15/2014	06/01/2015
		5.	Evaluate who earned compensation	06/15/2015	08/15/2015
5.	Develop Recruiting and Hiring plan, and development of Career Pathway for teachers	1.	Evaluate applications, interview and select	04/01/2014	08/01/2014
		2.	Job Fairs, internet postings	04/01/2014	06/01/2015
		3.	Coaches and mentors fulfill duties	08/01/2014	06/01/2015
		4.	Early resignation bonus	01/01/2015	03/01/2015
		5.	Retention bonus	08/01/2015	09/01/2015

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 234909	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our district and campus teams consist of all stakeholders in our district; including elected teachers, instructional aides, cafeteria supervisor, nurse, counselors, principals, ACE coordinator, superintendent, business manager, curriculum director, parents, community members and business partners. Our District and Campus Improvement plans list the goals, who is responsible, how it is funded, and the timeline for each evaluation of that goal. These plans are developed by teams who utilize our comprehensive needs assessment to determine goals for the upcoming year; each team breaks into committees to work specifically on pieces of our district and campus plans, and then reports needed changes back to the entire team. The team votes on the plan and then submits it to the superintendent and school board for approval. We look at data monthly to evaluate our progress on goals, we meet in departments to look at student progress and create plans of support for those students, and we also evaluate every staff development through a survey. Throughout the year, we evaluate data and adjust our plans and goals as needed; as the year ends we utilize surveys with parents, teachers, students and staff to determine if we have successfully implemented our goals for the year. The administrative team closely monitors all the goals and meets monthly to evaluate progress and make adjustments to our plans. Each plan is distributed to all team members, shared on the district website, and sent in an email to staff to review each year. The team meeting minutes are posted on the school website also after each meeting for everyone to view. The principals also communicate through faculty meetings and email about changes the staff needs to make to achieve our goals. The improvement teams consist of parents, business partners, and community members, but we also send information home and post on the school district website our plans and goals for the year. We also have an alert system where we communicate with parents about important things regarding their child's education. We have successfully reached several of our goals each year through our comprehensive needs assessment, goal setting, planning and evaluation, and we communicate that success with all stakeholders.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We currently have efforts in many of these areas that we hope to improve upon utilizing the grant resources. For example, we currently assign mentor teachers, hold a short meeting with them on mentoring and then they are responsible for the rest of the school year to be a resource. They do not currently go in the classroom with new teachers, they don't have required weekly meetings and they do not receive any stipends for extra effort in mentoring. If we organize and develop a program, we believe we can continue the efforts in the future.
We also have PDAS as our current evaluation system, with the principals and curriculum director providing feedback as an evaluation measure. We hope that the utilization of coaches will increase observations and learning walks and teachers will share best practices more freely. We also think the coaches' ability to model lessons and help incorporate new technology will improve instruction. Student input and teacher self assessment will also be incorporated with the new evaluation system. Once these systems are in place it will be easier to continue the processes.
We currently schedule meetings and look at student state testing and local benchmark data, but time is an issue and the principal's time is stretched trying to meet with all teachers frequently. The addition of a full day at the end of each nine weeks will provide time for teachers to evaluate student progress and create student specific intervention plans. The coaches will be able to host the blogs and weekly meetings with each team.
We currently offer staff development, but a recognition system has never been in place to encourage teachers participation in after school and summer training, this is something we will be able to continue at low cost to the district. The pay for performance plan, retention bonuses, and early resignation bonuses will increase our ability to keep successful teachers by providing them an incentive to improve their instructional skills.
The funding for incentives and positions would be hard for our district to maintain, but the planned activities and programs could be kept in place after the grant cycle. All participants will help in planning and have a vote on the plan.

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 234909		Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Teacher Evaluation program can be measured by improvement in STAAR scores	1.	Scheduled benchmark data before the test will provide ongoing data
		2.	STAAR student data, or local assessment data for other courses
		3.	Teacher Surveys and student surveys for evaluation of courses
2.	Professional development and collaboration by surveys and increased participation	1.	Surveys after each training can be used to evaluate staff development
		2.	Increased participation in training based on the recognition system
		3.	Teacher surveys on team meetings and blog successes
3.	Compensation and Retention measured by number of staff remaining in the district	1.	Evaluation of the number of staff that remain in the district
		2.	STAAR scores increased by pay for performance plan
		3.	Number of teachers fully participating in the grant opportunities
4.	Induction and Mentoring can be measured by evaluations of new teachers by admin	1.	Evaluation improvement of new teachers compared to past years
		2.	Scores of new teachers increase over past years
		3.	Surveys of mentors and new teachers of training and mentorship program
5.	Career Pathways for teachers by the number of applicants for new leadership positions	1.	Number of applicants for coaching and mentorship positions
		2.	Agendas, minutes for coaches meetings, blog history
		3.	Teacher survey results

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We collect student assessment data through a disaggregated test system (DMAC). We evaluate state and local data by uploading student information that is then made into usable graphs, charts, and lists to help teachers with instruction. State data is uploaded by the curriculum director into DMAC, local benchmark data is created with test keys and scantrons for students created by the curriculum director and scanned to upload student specific results into DMAC. All teachers, principals and administrators have access to this data through a password system.

Our district and campus improvement teams create surveys that the business manager puts into a survey system for teachers, students, parents and community members to do online. This system disaggregates survey data into a usable form that is presented to the teams and faculty. Parent surveys are also sent home and can be completed on a paper copy that is then entered into the survey system to be included. The curriculum director distributes surveys following each staff development to gain feedback on training to improve future staff development.

The professional development recognition numbers in each of the five categories will determine success of the system. The curriculum director will maintain staff development records and compile numbers for this system. The business manager maintains human resource data on turnover rates to report to the teams, and the years of experience with the district is reported through the TAPR state accountability system. The project director will keep records of the number of participants in the incentive pay program and will do semester checks on progress toward the program goals. The director will provide the number of participants and the number of participants who successfully met the goals.

The DMAC data system also contains our PDAS records from prior years to compare with new evaluations to see if overall performance during observations has improved.

The superintendent will have the number of applicants for the positions to share with the administrative team. Each instructional coach will maintain agendas, minutes and blog histories with copies being shared with the campus principal. Throughout the project year, the project director will review progress toward incentive goals, and each nine weeks all staff will review the project goals and make changes as needed to best serve the students. The district and campus teams will discuss all data as it comes into the district to utilize for our comprehensive needs assessment and make adjustments as needed to goals for the program. Being a small school district, when issues are identified working with people to correct the issues is easy because you are in contact daily.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 234909	Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the Induction system, including a mentorship or Instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The first required piece of the program will be our induction and mentoring piece for new teachers. The selection of mentors will be the first step in the program. Each teacher that has three years experience with good evaluations with the district will have the opportunity to fill out an application for this position. The leadership teams will then review and select applicants to be interviewed for the mentorship positions. These applicants will be interviewed by campus teams who make a recommendation to the principal for mentors. The principal will then offer the $1000 stipend and required program activities to the individual.

The curriculum director and principals will develop training for the mentors in the roles of a mentor, how to conduct observations and provide feedback to new teachers, and the required documentation pieces of the program for weekly logs. Professional development on diagnosing classroom management issues and reflective practices will be part of the mentor training. The mentors will then help with the new teacher boot camp offered at the beginning of August. This training for new teachers will include the teacher evaluation system, classroom management practices, curriculum requirements, implementation of technology and instructional strategies. We have observed that we hire brand new teachers and that they come in needing more than just the half day training that is provided at the start of school. We believe utilizing our coaches and the mentors to help them have a plan in place for the school year will help them get off to a better start and help them to want to stay in our district.

Mentor and new teachers both trained and ready for school will be given two school days a semester to go observe each other teach while subs cover their classes. The mentor will also co-teach some classes with the new teacher at the beginning of the school year and throughout the year as needed to support the growth of the mentee. Observing each other and providing feedback without it counting toward an evaluation will help the new teacher gain new instructional strategies to utilize in their classroom. The mentor can also take the new teacher on learning walks through other classes on these days. Observing as a student teacher is much different than observing once you have been in a classroom and know what you need help with as a new teacher.

A weekly meeting with a log of specific times and topics will be covered by the mentor with the new teacher. The mentor and new teacher will sign that they met and covered the recommended topic for the week. Additional needs can be added to the meetings as needed by the teacher.

The instructional technology coach will also be helping the mentor by going into the new teacher's classroom to help them incorporate technology into the class. The instructional technology coach will start the year supporting new teachers first in their incorporation of technology since they will not have received all the training other staff have received in technology. The instructional coaches will also be observing and meeting with teams and giving feedback to the mentor on areas the new teachers could use support. The instructional coaches during weekly plc meetings will give support to the new teachers and provide them time for questions and answers from the experienced teachers on the plc team. The instructional coaches in their area will also observe and support the new teacher throughout the school year. The mentor will also be able to utilize the instructional coaches as a support in their position.

The mentor relationship will last for two years in the district with each new teacher. Surveys and interviews will help determine if the relationship is beneficial or if a change of mentors should be made between the first and second year. The overall program will provide training and support to the mentors and new teachers and will give teachers a leadership opportunity in the school. This will greatly improve student success in the new teachers' classroom and provide confidence in their abilities to be successful as a new teacher.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 234909	Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken In conducting multiple observations for teachers throughout the school year and Identify what observation rubric Is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teacher evaluations, another important aspect of the program, will consist of several measures including observations by principals, the curriculum director, the Instructional technology coach, the academic instructional coaches, and mentor teachers. The observation tools will differ for the above individuals. The technology coach will provide feedback to the teachers on their use of technology with students in the classroom, while the academic instructional coaches will give feedback on instructional strategies and classroom management. The principals and curriculum director will provide evaluations that measure all pieces of instruction in the classroom.

The use of the Index 2 growth from the state accountability system for students in core classroom will be used as an evaluation measure; this is a valuable piece of the state accountability in that all teachers can help students make progress from the prior year, even if it is not passing. It does not matter how far behind the student is when they enter a classroom the teacher is responsible for ensuring that they make progress that year toward passing. We will utilize another assessment as a growth measure for the non-core teachers 'academic content.

Teacher self-assessment and student evaluations will also be an evaluation piece for teachers. Teachers will look at professional development needs and areas for improvement based on all of the evaluation pieces provided by the district. They will set attainable goals and create plans for improvement for the next year. Student evaluations will consist of student surveys given by the teacher for the teacher to retain, and principals will interview student leadership teams on ways they believe we can improve instruction. Principals, curriculum directors and instructional coaches will receive training in the evaluation system for teachers that will be implemented next year.

In order to conduct multiple observations we will have to approve the new appraisal calendar with the list of approved appraisers in August at the school board meeting. All of the principals, the curriculum director, coaches and mentors will be trained on either PDAS or the new state appraisal system for 2014-2015; the evaluation system is incorporated into our DMAC data system. Observations and walk-through observations can be completed electronically while an approved appraiser sits in the classroom. This provides the teacher with instant feedback from the observer. We have budgeted for an electronic device for the coaches to utilize during observations.

Preconference will be offered to each teacher where the appraiser will review what they will be looking for when they observe in the classroom. The teacher will have the opportunity to ask questions about what to expect. Then, during the post conference, the observer will generally ask how the teacher felt about the observation and listen before providing their thoughts. Observations can be changed during the conference if the observer and teacher agree on a change.

The principal and curriculum director will be providing evaluations for growth and to be placed in permanent files. The coaches and mentor will utilize evaluations solely to help the teacher make improvements and encourage them In their skills. Their goal is to provide feedback to the teacher in a supportive way.

The observation rubric will include student participation, instruction strategies, formative assessments and evaluation, student discipline, critical thinking, technology integration, district goals, student remediation, professionalism, and more.

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 234909	Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teacher evaluations, another important aspect of the program, will consist of several measures including observations by principals, the curriculum director, the instructional technology coach, the academic instructional coaches, and mentor teachers. The observation tools will differ for the above individuals. The technology coach will provide feedback to the teachers on their use of technology with students in the classroom, while the academic instructional coaches will give feedback on instructional strategies and classroom management. The principals and curriculum director will provide evaluations that measure all pieces of instruction in the classroom. The evaluators and observers will have to be school board approved at the beginning of the school year with a new school appraisal calendar. Formal evaluations conducted by the principal will be 45 minutes in length, and walk through observations will be 10-15 minutes in length.

Currently, we utilize the PDAS system, but are looking to move to the new state teacher evaluation system in the next two years. All observers and appraisers will utilize a technology device, purchased with grant funds, when going into the classroom to do observations. This will provide teachers with instant feedback through our DMAC data system because this is where we input our evaluation walk through and observations. The observation rubric will include student participation, instruction strategies, formative assessments and evaluation, student discipline, critical thinking, technology integration, district goals, student remediation, professionalism, and more.

The use of the Index 2 growth from the state accountability system for students in core classroom will be used as an evaluation measure to support the observation results; this is a valuable piece of the state accountability in that all teachers can help students make progress from the prior year, even if it is not passing. It does not matter how far behind the student is when they enter a classroom the teacher is responsible for ensuring that they make progress that year toward passing. We will utilize another assessment as a growth measure for the non-core teachers 'academic content.

Teacher self-assessment and student evaluations will also be an evaluation piece for teachers. Teachers will look at professional development needs and areas for improvement based on all of the evaluation pieces provided by the district. They will set attainable goals and create plans for improvement for the next year. Student evaluations of instruction will consist of student surveys given by the teacher for the teacher to retain, and principal interviews of student leadership teams on ways they believe we can improve instruction. This information will be shared with teachers to improve instruction. All of the data will be reviewed with the staff and professional development needs will be identified.

Summative evaluations will be scheduled according to the appraisal calendar, with teachers having their summative evaluation paperwork ahead of the meeting time to review. During the summative meeting, the principal will show how he utilized walk through data, formal evaluations, and local assessment data to create the summative evaluation. The teacher can bring data or information to share with the principal, and can request a change if both agree to the change in the evaluation. Both will sign the document and it will be maintained in the teacher's permanent records.

Principals, curriculum directors and instructional coaches will receive training in the new evaluation system.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 234909	Amendment # (for amendments only):

Statutory Requirement 4: Required – Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

At the end of each nine weeks, one day will be scheduled in the calendar for professional development and collaboration. Teachers will utilize this time to review student data and plan for the next nine weeks. Providing the time to disaggregate student data and pre-plan the next nine weeks will help teachers be prepared to help students in the area they need specifically.

Each week teachers will meet in professional learning communities (PLC) to evaluate and improve instruction in the classroom, by sharing instructional strategies. We will use these PLCs to conduct ongoing progress monitoring and weekly data review and promote strategies for teaching all students. By implementing these content-area teams to vertically align curriculum and monitor student progress and interventions we will see student improvement on STAAR assessments and local benchmarks. This will allow us to develop a more structured data review system with more formative assessments. By utilizing DMAC and the TEKS RESOURSE SYSTEM as the comprehensive curriculum management systems to provide immediate results from formative assessments for district, campus, and teacher analysis, we will be able to track data and adjust plans as needed.

 These instructional plc meetings will be organized and led by the instructional coaches. Instructional coaches will also utilize technology such as through blogs and twitter for communicating instructional strategies each week.
The instructional technology coach will also go into each classroom and work with teachers on implementing technology with students in their classes, by modeling lessons and helping get students started in new technology areas. They will provide much needed support in the classrooms to incorporate 21st century learning strategies and the Texas Technology TEKS.

Providing the weekly time, communication through technology, classroom professional development, and a longer sustained time at the end of each nine weeks will help our teachers be focused, prepared and be able to incorporate new instructional strategies and new technology.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 234909	Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

We do a staff development survey prior to the new year to gain feedback from teachers on the types of training they feel would benefit them for the year. We also look at the cumulative evaluation numbers in each domain of PDAS to look for areas that the entire staff could use improvement on for the year. Then, we plan training for the teachers for staff development days. We also give them comp days during the summer to select training if they have attained their PDAS, GT, Technology and ESL training for the school year. We utilize trainers from our Region VII service center, the UT Tyler STEM center, and our own staff for most training. We also post and send out information on the training at these locations for our staff to attend. Our staff development will be a comprehensive professional development system for teachers and principals that is constantly updated to address district and campus needs.

We are adding the instructional technology position to our staff because we have identified the repeat training that is needed for technology on a daily basis. By hiring a person, who will go into classes every day and work with teachers on technology in their classrooms with students and during teacher conferences, we will improve on this high need area. Surveys and NCLB Star Chart information indicate that technology integration is a high need in our district. The teacher turnover also adds to the issue with new teachers needing the technology support each year. Even when we have put a lot of effort into training, the new teachers coming in are still behind. This person will greatly improve our integration of technology into classes and improve instruction at Fruitvale. They will provide much needed support in the classrooms to incorporate 21st century learning strategies and the Texas Technology TEKS. After helping integrate technology, they will also do technology observations and share with the teachers ways they could incorporate technology with the students in their classes. The instructional technology coach will attend the TCEA conference to acquire even more technology skills to share with the staff at Fruitvale ISD.

We are going to try a new way to encourage teachers to gain training outside of their paid professional days. A professional development awards system will be implemented to reward teachers who seek training outside of the school day; differing levels of achievement will be recognized and rewarded. Teachers will be able to obtain bronze status, silver status, gold status, diamond status or platinum status for their additional training obtained during summer or after school hours. Certificates honoring the highest level of achievement will be presented to teachers in front of the school board. Each level will have recognition of some sort, such as a luncheon or party. Every level will receive a certificate though. Teachers will be allowed to chose and plan the reward levels, so they can give input on what would motivate them to do above and beyond training.

 At the end of each nine weeks, one day will be scheduled in the calendar for professional development and collaboration. Teachers will utilize this time to review student data and plan interventions for the next nine weeks. Utilizing DMAC to disaggregate state and local assessment data, teachers will be able to identify specific areas that students struggle with in each of their classes, and areas they need to improve their instruction because all students are struggling with that concept. By tracking this data, teachers will be able to see areas of deficit and create a plan of action. Instructional coaches will utilize observation data from learning walks and observations to plan for the PLC time with teachers and to help individual teachers with needed instructional strategies. Each week teachers will meet in Professional Learning Communities with their instructional coaches to evaluate and improve instruction in the classroom, by sharing instructional strategies. Instructional coaches will also utilize technology such as blogs and twitter for communicating with teams about instructional strategies.

The principal and curriculum director will share walk through and observation data with the teacher on an ongoing basis throughout the year. If needed, growth plans will be developed with additional training requirements for the teacher.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 234909	Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

If selected for this grant, we will begin meeting with the District and Campus teams to develop the strategic compensation plan to be utilized in our district. Currently, we have asked for funding for all teachers at $2000 for completing activities to improve instruction. Each teacher will participate in required activities such as learning walks, peer observations, tutorial plans, parent contacts, and more, for these efforts they will be strategically compensated utilizing a plan developed by the District Improvement Team and voted on by the entire staff. Teachers who have students taking the STAAR test will also have the opportunity to earn $1000 more per grade or course for a percentage of students making progress according to INDEX 2 on the State Accountability System. The percentage will be determined by the committee, voted on by the staff and presented to the Superintendent and School Board for approval. K-2 teachers will also be able to earn money for students making progress, but we are going to purchase an assessment for them to take at the beginning of the year and another at the end of the year to show progress. We believe that although these grade levels are not tested for state accountability, they are an integral part of getting students ready for the STAAR assessments. The principals on each campus can earn an additional $4000 for their campuses earning designations set by the District and Campus Improvement teams. We will also offer $1000 compensation for instructional aides that complete activities to improve their role in the classroom. For example, attending the plc meetings with teachers, helping with remediation strategies and more.

Teachers who are selected as instructional coaches will receive a $1500 stipend for their additional responsibilities, and mentors will receive a $1000 stipend for their additional responsibilities. The plan is for a math, science, ELA, social studies, career, and technology coaches to be part of the leadership team, that will meet with the principals and then with the staff weekly. The number of mentors will depend on the number of new teachers entering the district and the number of second year teachers currently in the district. Instructional coaches will help provide professional development, hold weekly plc meetings with staff to incorporate new instructional strategies, host blog, twitter, project share instructional conversations, lead learning walks, and observe and provide feedback to their team. Mentors will help provide professional development, meet weekly with their mentee while logging meeting agendas and times, observe mentee and model lessons for the new teacher to observe.

We also plan to offer staff a $150 retention bonus at the start of school, and offer an early leave bonus for staff that resign by a specified date so that we can post positions earlier.

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 234909	Amendment # (for amendments only):

Statutory Requirement 7: Preferred – Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. **Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.**

Recruiting highly qualified teachers early in the hiring process will be improved in several ways. First, we are offering an early resignation bonus to staff that plan on leaving at the end of the school year. This will allow us to post their positions early in the spring and retain more applications for positions. Internet postings of positions on the TASB website, the school website, and the service center websites will also help the school district to obtain applicants. We also plan to attend job fairs hosted by local universities and region service centers to visit with possible applicants and get our school name out in the universities and service centers.

Applicants will submit an application and resume to the administration office. The superintendent will gather applicants and send them to the principals. The principals will call references, utilizing a reference information worksheet form to evaluate background experience. The university program, prior experience, and assessment results will be reviewed before selecting several candidates to be interviewed by the campus improvement team. The campus improvement team will interview utilizing a set of questions that are all the same. They will rank candidates and provide a recommendation to the principal, the principal will then recommend to the superintendent a candidate for hire. The principal also has the curriculum director check the candidate's credentials to ensure certification and highly qualified status. The superintendent will review the candidate and interview them before presenting them to the school board. The school board also approves the superintendent's recommendation.

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Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teachers will have the opportunity to grow from new teachers to mentor teachers to instructional coaches with varying levels of additional compensation for leadership duties, this additional funding will be provided by the grant to these leaders. Mentors will receive $1000 for their additional responsibilities that include providing professional development, meeting with the new teacher and modeling lessons. They will also observe the new teacher twice each semester. New teachers after receiving two years of mentoring and one year without mentoring will be able to apply for the mentorship positions in the district. Then, mentor teachers can become instructional coaches responsible for teams of teachers in the district. Instructional coaches will also have to go through an application and interview process to be selected for the positions on the leadership team. We plan to have seven instructional coaches including Math, Science, ELA, Social Studies, Special Populations, Career and Technology. They will meet with the principals on each campus and then with their teachers in their area to set goals and evaluate progress toward their team goals. They will have additional responsibilities for the $1500 stipend including chairing their team meetings, setting up and monitoring blogs for teachers, leading learning walks, observing and providing feedback to teachers, and more.

We will add the instructional technology coach position as a full time position that is needed to help teachers with instructional technology in the classroom. Our district has a wealth of technology that could be utilized with more hands on day to day instructional coaching for core classes on technology. The one day a year training in technology is not enough to fully implement the technology TEKS and 21st century skills into our classrooms. This person will be a teacher leader in technology providing support even to the instructional coaches as they help their teams. The instructional coach will attend training that includes the TCEA conference in order to bring back new technology skills to staff.

All teachers are invited to submit applications for possible staff training. We encourage teachers to share their skills during a full day conference, where teachers offer training to other teachers. They are allowed to select between classes that are offered by their peers. Surveys are completed at the end of the conference for feedback. Teachers are also encouraged to be presenters at conferences across the state and nation.

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 234909	Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 234909	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces In implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fruitvale ISD would be unable to offer all of the activities and stipends that are available through the local educator excellence innovation grant. Being a rural 1A school district in East Texas we do not have the business taxes that would increase the local funding for our district. Property values are low because of the poverty in our area, which is how we attain local funding. State funding is based on student enrollment, and being small we are still required to offer the same services as a larger district with our limited funding based on enrollment.

Our teacher schedules are very tight, with multiple preps and grade levels, so it is a difficult teaching position causing us to have high turnover. This turnover increases our training requirements and makes it difficult to sustain programs. Instead of building teacher skills each year, we just start all over with the same training for the new teachers. Finding qualified applicants for positions is a struggle with larger school districts offering fewer preparations for more money. Teachers also have trouble finding housing in the district and have to travel to work, when they could just find work in their community. The same issues occur for administrators, finding and sustaining leadership over a long period is a struggle.

One of the major challenges we would have with our mentoring and induction program would be the lack of incentive and training for the mentors. Currently, they don't get any extra incentives for helping new teachers, but with the grant they will receive more training and a $1000 stipend.

Evaluations are currently done with teachers as the principal and curriculum director have time to do them, but with more individuals watching new teachers and supporting them in their classrooms, they will improve. Offering coaches and mentors extra responsibilities for extra incentives will not only build their leadership capacity, but increase the frequency of observations for teachers. The instructional technology coach will provide a new level of support on technology for teachers. Increasing student engagement and teacher confidence will improve instruction. The challenge will be to find the right person who teachers want to come into their classrooms.

Currently collaboration and professional development activities are scheduled and planned around the principals' schedules. Allowing coaches to hold more frequent meetings with staff to plan, share instructional strategies and receive training and feedback will increase the implementation of collaboration and professional development in the classrooms. Having teachers and teams develop a compensation plan that will motivate them to participate in campus collaboration and pedagogical development would not be possible with local and state funds in our district. Offering them a way to earn money for student progress will increase their focus on student improvement.

Career pathways for teachers could be offered, but without compensation when the year gets tough these other duties tend to fall by the wayside. Now, they will have an incentive to perform the extra duties that are needed in the district. With these grant funds, we will be able to offer incentives, organize a career pathway for teachers to feel like leaders in the district, move forward with staff development, recruit and hire new teachers, mentor teachers successfully into the education field, utilize evaluations and collaboration to increase skills in our teachers and retain them in our district.

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County-district number or vendor ID: 234909	Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence Innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

April 2014:
Hold District Improvement Team meeting to plan the strategic compensation for staff.
Vote on the compensation plan with staff.
Present plan to superintendent and school board.
Create and receive applications for mentors, instructional coaches and Interview for positions.
Surveys completed for district
Attend Job Fairs
May 2014:
Develop mentor, new teacher and evaluation trainings for staff
Create accountability notebooks for teachers to track their progress on the strategic plan
Interview and hire new employees as needed
Order observation tools for observers
Order supplies as needed to create training, notebooks and integrate technology in the classrooms
Complete comprehensive needs assessment and set goals
Add additional ACT/SAT course to zero hour schedule
August:
Superintendent and School Board approval of appraisal calendar and appraisers
Training for mentors, coaches, new teachers, observers in classrooms, and appraisers
Train teachers on requirements for strategic plan, and give them accountability notebooks
Order additional testing for K-2
September:
Fall Benchmark K-2
October:
Staff collaboration and development day
January 2015:
Technology conference
Staff collaboration and development day
February:
Individuals qualify for early leave bonus
April:
Attend Job Fairs
Staff collaboration and development day
May:
K-2 Benchmark
Professional Development Recognition finalized and rewards given to teachers
Student surveys of classes, and principal Interview of leadership team on instruction
August:
Staff qualify for retention bonus
Performance pay recipients turn in accountability notebooks and are selected
Ongoing:
Observations and feedback by mentors, coaches, principals, the curriculum director
Weekly PLC meetings and blogs
Professional Development
Instructional Technology Coach working in classrooms with teachers
Weekly mentor and new teacher meetings
Learning Walks

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 234909	Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fruitvale ISD has participated in prior grant programs with teacher incentives with success. We will plan the program with the district and campus teams who are a representative group of stakeholders for the district, after soliciting input from the other staff members on what instructional requirements there should be and what percentage of improvement will qualify teachers for the incentives. After a vote from the team, it will be voted on by the entire faculty and presented to the superintendent and the school board. Teachers will also be given the option to participate in the incentive pay program. All staff will participate in the other areas of the program, such as observations, team meetings, professional development, instructional coaching.

Ongoing assessment of the program parameters will allow us to make needed changes. We will evaluate the affect that the program is having with staff during our monthly administrative and district team meetings.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The entire district will participate in the EEIP program. We have three campuses that will participate in the program; these include Hallie Randall Elementary, Fruitvale Middle School and Fruitvale High School.

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